



ROBERT SMALLS MIDDLE

43 W. K. Alston Road
Beaufort, South Carolina

Grades	6-8 Middle School	
Enrollment	545 Students	
Principal	Denise R. Smith	843-322-2500
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

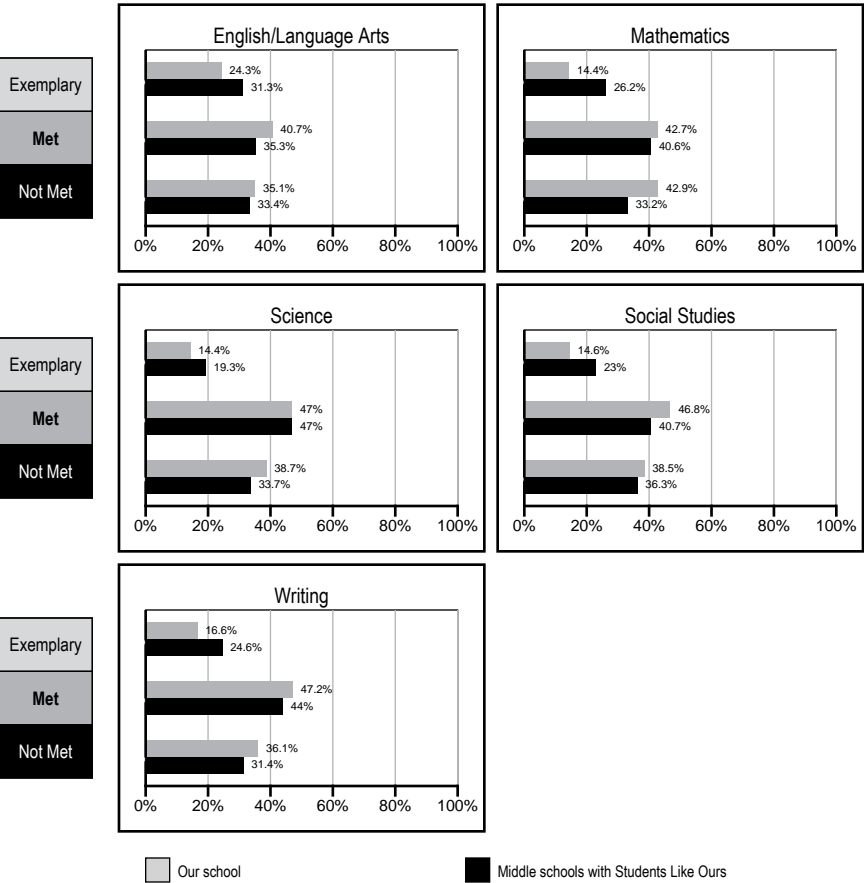
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 93.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	40	4	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	95.7%	95.8%
English 1	N/A	96.9%
Physical Science	N/A	72.0%
US History and the Constitution	N/A	N/A
All Subjects	95.7%	95.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=545)				
Students enrolled in high school credit courses (grades 7 & 8)	15.3%	Up from 14.9%	26.8%	24.2%
Retention rate	0.6%	Down from 1.3%	0.7%	0.7%
Attendance rate	97.9%	Up from 95.9%	95.6%	95.9%
Eligible for gifted and talented	18.0%	Down from 18.9%	15.3%	16.4%
With disabilities other than speech	11.9%	Up from 11.8%	13.7%	12.0%
Older than usual for grade	2.6%	Down from 3.2%	2.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.0%	Up from 3.7%	0.5%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	52.2%	Down from 60.5%	53.2%	58.5%
Continuing contract teachers	65.2%	Down from 72.1%	81.2%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 2.5%	4.2%	4.0%
Teachers returning from previous year	76.3%	Down from 77.0%	84.0%	84.6%
Teacher attendance rate	92.8%	Down from 93.0%	95.1%	95.4%
Average teacher salary*	\$48,694	Up 0.3%	\$45,360	\$46,561
Professional development days/teacher	16.8 days	Up from 16.5 days	10.4 days	10.2 days
School				
Principal's years at school	13.0	Up from 12.0	4.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 18.6 to 1	21.3 to 1	21.1 to 1
Prime instructional time	87.4%	Up from 86.1%	89.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.2%	Up from 92.3%	98.1%	98.1%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil**	\$9,316	Up 11.9%	\$7,771	\$7,802
Percent of expenditures for instruction**	62.9%	Down from 63.4%	64.2%	63.8%
Percent of expenditures for teacher salaries**	60.0%	Up from 52.2%	60.0%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2009-2010 year began with our school district seeking and obtaining academic accreditation through the AdvancEd Accreditation Program. This process provided the foundation, through our School Renewal Plan, to set the stage for high expectations of RSMS staff, students, and community in the years ahead.

There were several "firsts" for RSMS this year. We dedicated a new football and track athletic complex. RSMS was one of 25 schools in the state to be awarded a Ribbon Status Recognition by the State Department of Education for our Positive Behavior Intervention Supports Program. Students were dressed in uniforms for the first time. We had the District winner in the State Superintendent's Essay contest, along with first places in the District DAR essay contest in sixth and eighth grades. Our strings program had four students who competed in the BCSD Junior All County Orchestra and were selected as first and second chairs. Two students competed and were selected as members of the four county 2010 Region Junior Honor Band. Our students held the first Walk to Read Campaign and raised \$2000.00 for books for our media center. A seventh grade student initiated a school wide campaign to provide school supplies for children in Afghanistan. We had our first Gentlemen's Club of 25 students implemented.

As a Middle Years Programme (MYP) World Candidate School, we also underwent the MYP accreditation process in February 2010 to become an authorized International Baccalaureate Middle Years Programme school that provides students with a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world while encouraging them to become critical and reflective thinkers. The IB World Office will notify us in July 2010 as to meeting the accreditation criteria.

Our 2009 PASS Test scores were much improved from 2008. Our school had a state report card rating for the first time in four years of Average and an Improvement rating of Average, moving up two levels from Unsatisfactory in 2008. Our school was the only middle school to improve two levels on the 2009 PASS Test. Students participated in taking MAP tests, which assess students' strengths and weaknesses that are then addressed through our instructional program. Students needing additional academic assistance attended 20 extra school days in the Extended Learning Days Program.

As we look forward to the 2010-2011 year, our SIC and PTO have set a goal to increase parent involvement in the school because we recognize that parents are our best advocates. As a result of being identified as a Title 1 school beginning next year, we have more funds to provide a wide range of programs to increase parental involvement. We also look forward to our continued academic progress, increasing more opportunities for our students to use technology to motivate them, and to supporting a curriculum that challenges each student to reach their potential as we move to becoming a premier middle school in our state.

Denise Smith, Principal
Ada A McDonald, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	0	72
Percent satisfied with learning environment	77.5%	FORMS	71.0%
Percent satisfied with social and physical environment	75.0%	LOST IN	65.2%
Percent satisfied with school-home relations	61.0%	SHIPMENT	72.5%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 23 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.9%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	12.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	11.0%	0.0%	No
Student attendance rate	97.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	527	100	35.2	40.5	24.3	78.6	83.6	83.5	Yes	Yes
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Gender

Male	280	100	38.4	35.7	25.9	74.9	80.3	80.1	N/A	N/A
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Female	247	100	31.4	46.2	22.4	83	87	87	N/A	N/A
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Racial/Ethnic Group

White	185	100	22.3	41.7	36	89.1	92.8	89.6	Yes	Yes
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African American	285	100	46.1	36.8	17.1	69.4	73.5	74.6	Yes	Yes
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Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	92.7	92.7	I/S	I/S
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Hispanic	51	100	25.5	55.3	19.1	89.4	78.3	79.6	Yes	Yes
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.9	85.1	I/S	I/S
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Disability Status

Disabled	65	100	85.2	11.5	3.3	27.9	44.9	51.7	Yes	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	54.5	69.5	N/A	N/A
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English Proficiency

Limited English Proficient	24	100	29.2	62.5	8.3	79.2	76.1	79	I/S	I/S
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Socio-Economic Status

Subsidized meals	351	100	40.5	41.4	18.1	75.8	76.5	76.9	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	526	99.8	44.9	43.1	12	69.9	80.4	80.4	Yes	Yes
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Gender

Male	279	99.6	45.4	41.6	13	69.8	78.9	78.4	N/A	N/A
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Female	247	100	44.4	44.8	10.8	70	82	82.5	N/A	N/A
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Racial/Ethnic Group

White	185	100	23.4	56	20.6	87.4	91.4	87.8	Yes	Yes
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African American	284	99.7	61.1	32.3	6.6	56.8	66.5	69.3	No	Yes
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Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	90	93.5	I/S	I/S
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Hispanic	51	100	40.4	48.9	10.6	74.5	77.6	78.3	Yes	Yes
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	77.8	83.2	I/S	I/S
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Disability Status

Disabled	65	98.5	86.7	11.7	1.7	28.3	41.5	46.1	No	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	63.6	71.4	N/A	N/A
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English Proficiency

Limited English Proficient	24	100	45.8	50	4.2	70.8	75.3	78.9	I/S	I/S
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Socio-Economic Status

Subsidized meals	351	100	51.8	39	9.2	64.4	72.4	72.8	Yes	Yes
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* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable N/AV—Not Available N/C—Not Collected N/R—Not Reported I/S—Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	342	99.1	38.4	47	14.6	61.6	65.1	67.3
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Gender

Male	188	98.4	35.6	44.8	19.5	64.4	64.8	66.9
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Female	154	100	41.8	49.6	8.5	58.2	65.4	67.7
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Racial/Ethnic Group

White	118	99.2	15.2	55.4	29.5	84.8	83.8	79.6
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African American	185	98.9	55.2	40	4.8	44.8	45.5	49.7
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Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	79.5	84.4
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Hispanic	34	100	36.4	51.5	12.1	63.6	54	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	66.7	69.5
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Disability Status

Disabled	39	94.9	74.3	22.9	2.9	25.7	29.8	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
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English Proficiency

Limited English Proficient	16	100	56.3	37.5	6.3	43.8	49.5	58.6
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Socio-Economic Status

Subsidized meals	226	99.1	44.7	44.2	11.1	55.3	51.4	55.4
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Social Studies

All Students	342	99.7	38.7	46.7	14.6	61.3	69.4	70.9
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Gender

Male	184	100	40.1	44.2	15.7	59.9	69.2	70.1
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Female	158	99.4	37.1	49.7	13.3	62.9	69.5	71.7
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Racial/Ethnic Group

White	126	100	29.7	50	20.3	70.3	83.1	79.2
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African American	183	99.5	47	44	9	53	53	58.4
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Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.1	86.8
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Hispanic	29	100	29.6	51.9	18.5	70.4	62.7	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	75	71.2
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Disability Status

Disabled	39	100	N/A	N/A	N/A	13.5	36	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
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English Proficiency

Limited English Proficient	13	100	28.6	64.3	7.1	71.4	59.3	68
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Socio-Economic Status

Subsidized meals	228	99.6	43.7	44.1	12.2	56.3	57.6	60.8
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Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	527	98.9	35.9	47.4	16.7	64.1	70.5	72.1	97.9	96.7
Gender										
Male	282	98.9	41.1	42.6	16.3	58.9	63.9	65.2	98	96.7
Female	245	98.8	29.7	53.2	17.1	70.3	77.1	79.2	97.8	96.8
Racial/Ethnic Group										
White	186	99.5	23.3	50.6	26.1	76.7	84.8	80.8	97.6	96.5
African American	284	98.6	45.7	44.5	9.8	54.3	55.6	59.7	98.1	97.1
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	85.3	87	98.1	97.1
Hispanic	50	98	30.4	52.2	17.4	69.6	60.8	64.6	97.9	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	68.4	73.4	99.9	96
Disability Status										
Disabled	65	96.9	N/AV	N/AV	N/AV	13.6	22.1	27.7	97.6	96
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	24	95.8	41.7	50	8.3	58.3	56.2	63.7	98.6	96.8
Socio-Economic Status										
Subsidized meals	353	98.9	40.3	45.8	13.8	59.7	58.7	61.9	97.8	96.6

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	170	100	35	45.6	19.4	65
	7	182	99.5	33.5	50.6	15.9	66.5
	8	186	99.5	37.7	40.7	21.6	62.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	188	100	39.8	39.8	20.5	60.2
	7	160	100	29.5	37.7	32.9	70.5
	8	179	100	35.4	43.9	20.7	64.6

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	170	100	40	48.8	11.3	60
	7	182	99.5	32.3	50.6	17.1	67.7
	8	186	99.5	42.5	40.7	16.8	57.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	187	99.5	46.3	39.4	14.3	53.7
	7	160	100	42.5	49.3	8.2	57.5
	8	179	100	45.7	41.5	12.8	54.3

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	84	98.8	45.5	51.9	2.6	54.5
	7	179	100	28.8	54	17.2	71.2
	8	96	100	42.2	42.2	15.7	57.8
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	94	97.9	57.3	37.1	5.6	42.7
	7	160	99.4	30.8	56.2	13	69.2
	8	88	100	31.3	41.3	27.5	68.8

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	86	98.8	23.5	70.4	6.2	76.5
	7	179	100	47.2	33.1	19.6	52.8
	8	89	100	40.5	41.7	17.9	59.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	93	100	44.7	50.6	4.7	55.3
	7	158	100	37.2	42.8	20	62.8
	8	91	98.9	35.3	49.4	15.3	64.7
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	172	97.7	40	45	15	60
	7	183	100	32.9	43.1	24	67.1
	8	184	98.9	42.9	35.1	22	57.1
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	188	98.4	37.1	48.6	14.3	62.9
	7	162	98.2	37	45.2	17.8	63
	8	177	100	33.5	48.2	18.3	66.5

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample